**The Impact of Flipped Classroom Approach on Iranian EFL Learners’ Reading Comprehension**

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**Abstract**

Flipped Classroom Approach (FCA) is a widely-known approach which has received extensive empirical attention. However, critics of this approach have leveled their concerns about its effectiveness on different language areas and skills. Given this backdrop, this study aimed to explore the impact of FCA on Iranian English as a Foreign Language (EFL) learners’ performance in terms of their reading comprehension. In this regard, a quasi-experimental research design was employed to conduct the study. Forty students, who were studying English as a compulsory course, were randomly divided into two groups of control and experimental. The experimental group received an FCA intervention while the control group received conventional education. An independent samples *t*-test was run to analyze the differences. The results indicated that the experimental group outperformed the control group on the test of reading comprehension significantly. This study has implications for EFL teachers and curriculum developers to investigate flipped classroom strategies and apply technology-oriented language learning contexts in order to provide more outlets for the betterment of reading comprehension.

**Keywords:** *Flipped Classroom Approach; reading comprehension; English as a Foreign Language; language learners*